

St Joseph and St Bede RC Primary School



History Policy

With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to
Believe in our
unique talents, to be
Guardians of
life & creation
and to *Achieve*
a **better world**, by
living life to the full.

Approved by:

Mrs J. Myerscough

Date: April 2020

Written by:

Reviewed:

Next review due by:

Intent – What are we trying to achieve with our History curriculum?

Aims

At St Joseph & St Bede RC Primary School aims of history teaching are to enable children:

- To stimulate curiosity about the past.
- To develop research skills needed to access relevant information.
- To increase knowledge and understanding of the history of Britain, Europe and the world.
- To help pupils develop a sense of identity through studying the history of their locality.
- To give opportunities to convey understanding / interpretation of past events in a variety of ways.
- To provide situations which foster independent / co-operative activities.
- To develop independent research skills through enquiry-based learning.
- To develop a sense of chronology.

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation – How do we deliver our curriculum?

Teaching and Learning

At St Joseph & St Bede RC Primary School we make history an enjoyable learning experience. We encourage children to participate in a variety of historical experiences by visiting historical sites and museums through which we aim to widen children's knowledge and understanding. Our teaching focuses on developing

- An ability to make comparisons between the past and present.
- The skills of historical enquiry through the use of historical sources.
- An ability to examine and evaluate historical sources.
- Knowledge of chronology of historical events.

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and story telling.
- Question and answer sessions, discussions and debates.

- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.
- Well-stocked Topic and Artefact Boxes for each area of the History curriculum. Access to other Artefact Loan Boxes from the DTC library and Bury Museum.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Special Events: History Days or Weeks such as Black History Month, Greek/Roman Feasts, Battle Re-enactments, Olympic Games.

Differentiation

We recognise that there are children of widely different historical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks, which are open-ended and can have a variety of responses;
- setting challenging and reasoning tasks for more able children;
- extra support for SEN children where necessary and possible:
- providing support for all children so that they may reach their full potential.

Equal Opportunities

All pupils will have equal access to the History Curriculum. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups. Pupils are to be encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils learning about

- different times and cultures eg Mayan culture, Benin.
- the roles of men and women in society.
- opportunities (or lack of) for rich and poor in society.

Planning

History throughout the school is taught using the National Curriculum to ensure coverage. The topics chosen are linked to the theme the particular class is working on for that half term and build upon prior learning.

There are opportunities for children of all abilities to develop their skills and knowledge in each unit. Planning is uploaded onto our schools server weekly for monitoring. All lesson plans are completed using PowerPoint.

EYFS

In Foundation Stage, children are assessed against Early Learning Goals (ELGs). History is not taught as a discreet subject. It is covered through work on 'the past', such as 'Toys' and 'Seaside Holidays'. The children are encouraged to link their knowledge and experiences to what these would have been like in the past.

Using History in other curriculum areas

English

English skills are developed through the writing of diary, accounts, story, evaluations, character descriptions.

Mathematics

Mathematical skills are developed through the creation and understanding of timelines. Investigations to find out how long ago events happened, or how long between events.

Computing

ICT skills are developed through the use of various apps such as Skitch (to offer explanations) Chatterpix/Morfobooth (to bring historical characters to life) and through the use of the internet to research. PowerPoint is also used to create presentations after research has taken place.

Science

Scientific skills are developed through the exploration of medical advances and break-throughs throughout the ages.

Art and D&T

Art and DT skills are developed through the creation of art work in an historical style (eg Stone Age Cave drawings) and through the construction of historical buildings in DT. (eg Norman Castles)

PE

PE skills are developed through the teaching of historical games and dances.

Music

Musical skills are developed through listening to historical musical instruments and learning historical songs and dances.

PSHE

PSHE skills are developed through the exploration of how historical characters would have felt and why and also through the exploration of justice/injustice in historical societies. Eg crime and punishment.

Spiritual, moral, social and cultural development (SMSC)

SMSC skills are developed through the investigation and comparison of beliefs in historical societies. Eg Roman and Greek gods and goddesses.

Organisation

History is taught in alternating half termly blocks. It alternates with geography, although links are made whenever possible, especially when studying local history and geography.

Opportunities for historical visits and experiences

Wherever possible, historical visits are made or visitors attend school linked with the historical topic which is being covered. For example, Dinosaur Mike, Evacuee experience, Imperial War Museum.

Black History Month is celebrated as a whole school during October.

Remembrance Day is celebrated as a whole school during November.

Resources

There are sufficient resources for all history-teaching units in the school kept in a central cupboard in school. Espresso is widely used for history teaching units.

Resources (and artefacts) can also be sourced from the DTC library. There is a wide variety of both text books and artefacts organised into topic boxes. Bury Museum also provide artefact boxes which are available to hire.

Impact – What difference is our Computing Curriculum making to our pupils?

Assessment and Recording

We use assessment to inform and develop our teaching. Topics commonly begin with an assessment of what children already know. We use 'big questions' at the beginning of the topic and then at the end to see how much we have learnt. Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during, and at the end of, each topic record achievement and celebrate success. Assessment is continually under review to ensure that accurate information is obtained regarding achievement. Assessment is updated into Target Tracker (KS 1 and 2) and

Tapestry (EYFS.) Assessment is both formative and summative and may rely on questioning and observation throughout the topic, evidence may not always be in a written format. We use 'Knowledge Organisers' at the front of the children's books to allow the children and the teachers to assess their learning throughout the topic. At the end of KS1 and KS2 assessment judgments may draw on the previous judgments that have been made earlier regarding the geography content that has been taught before the final year of the key stage.

The Role of the Subject Leader

- to lead the development of history in the school
- to provide guidance to individual members of staff
- to keep up to date with local and national developments in history and disseminate relevant information – through membership to the Historical Association. (HA)
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of history resources

Health and Safety

Fieldwork and site visits are an important part of Historical work and school health and safety guidelines will be adhered to at all times.

Mrs S Singleton

